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ABSTRACT

The teacher education program at the University of Houston is described which stresses accountability and competency based teacher education. Accountability is defined as a process for increasing the efficiency and effectiveness of education through measurement of progress toward specified goals. Objectives in Houston's teacher preparation program are competency based, criterion-referenced, humanized, and personalized. Assumptions concerning social studies teaching are set forth within this general framework of teacher training assumptions. The four-semester, elementary level competency based teacher education (CBTE) program introduces the student to basic teaching skills, provides knowledge about the foundations of education, offers field experience, and teaches students to organize information for elementary school pupils. In addition to describing the teacher education program at the University of Houston, the paper argues that competency based education is the most promising technological process for professional development of teachers. CBTE is a process which helps students develop teacher competencies, holds them accountable for demonstration of these competencies, and holds faculty accountable for assessing student competencies. The process of identifying competencies for a CBTE program involves development of assumptions which can be assessed and developed through properly designed instructional systems. (Author/DB)

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INTEGRATING THE SOCIAL STUDIES COMPONENT
IN CBTE:
A RESPONSE TO ACCOUNTABILITY

PRESENTED TO

THE COLLEGE AND UNIVERSITY FACULTY ASSEMBLY
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BY

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INTEGRATING THE SOCIAL STUDIES COMPONENT IN CBTE:

A RESPONSE TO ACCOUNTABILITY

By

John Bishop, Dell Felder, Carl Schomburg and Allen Warner

ACCOUNTABILITY AND CBTE

The concepts of accountability and competency based teacher education have been in the educational limelight for some time. They are both controversial concepts.^{1,2,3,4} They have staunch advocates who insist they hold promise for solving many of the ills of education in general and teacher education in particular.^{5,6} And they have bitter foes who would argue, for example, that CBTE trains teachers to do only those things which can be measured and thus ignores many of the more critical dimensions of the teaching process.^{7,8}

Accountability and competency based teacher education are as yet fuzzy concepts. They mean different things to different people. In this paper, accountability is defined as a process for increasing the efficiency, economy and effectiveness of educational programs.

The essential characteristics of the accountability process include:

- 1) publicly specifying the goals of objectives of the educational program;
- 2) encouraging the efficient use of resources in achieving those goals;

- 3) measuring progress toward goals and objectives;
- 4) publicly sharing the results of these measurements with those affected by or interested in the program; and
- 5) using the results of these measurements to make improvements in the educational program.⁹

CBTE is defined as a process for increasing the effectiveness of teacher education programs. It is a process which holds students accountable for the demonstration of teaching competence. The essential characteristics of CBTE are similar to those associated with accountability. In CBTE:

1. Those behaviors known or assumed to be associated with effective teaching are specified as learner objectives. These competencies are made public to students in advance of instruction and become the basis for the design of the instructional system and the assessment of student performance.
2. Instructional resources are directed toward helping students develop teaching competencies. Students are provided with alternative learning activities and are assisted and encouraged to choose those best suited to their individual needs. Since the time available for the preparation of teachers is a finite and much too limited resource, CBTE programs are usually designed as instructional systems.

Every effort is made to assure that all parts of the instructional program work together efficiently and effectively to assist students to acquire the competencies.

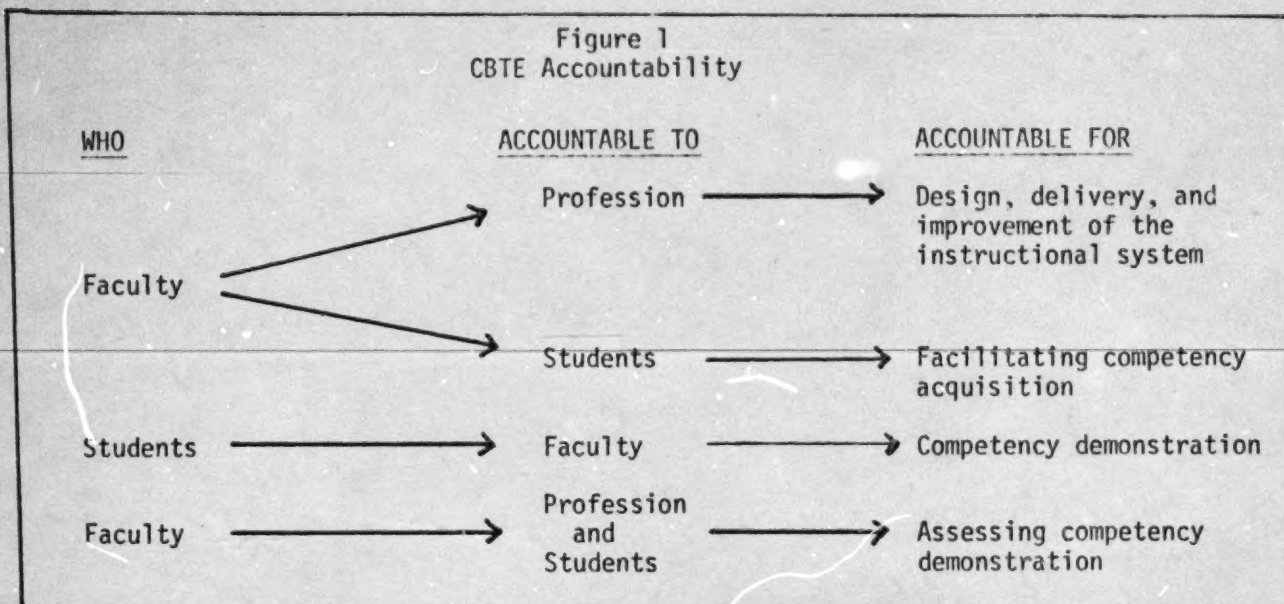
3. Students are continuously evaluated in relation to how well they have achieved stated objectives.

What counts is what a student can do in a teaching situation, not how well he/she can talk about the skills of effective teaching. A student's progress through, and exit from, a CBTE program is measured in terms of competency demonstration. Criteria used to assess competence are made explicit and the primary source of evidence for evaluation is the student's performance as a teacher.

4. Information regarding student performance is used as a basis for program improvement. Students receive continuous feedback on their teaching and are encouraged to analyze these data for the purpose of improving performance. Faculty use student performance data, along with other information, as the basis for making changes to improve the effectiveness and efficiency of the instructional program.¹⁰

In many ways, CBTE and accountability can be thought of as parallel concepts. CBTE is accountability expressed in the context of teacher education.

Figure 1 illustrates the concept of accountability as it is expressed in a CBTE context.



Hersh, et al, stated:

...CBTE is not a Program (and as such is not transferable from place to place. It is not a model program, or even the program). Rather, CBTE is a process, a strategy for raising a variety of hypotheses about teacher training and means for testing those hypotheses. As such, CBTE does not answer the content question but rather provides a means for identifying possible answers.¹¹

CBTE holds students accountable for demonstrating teaching competence and holds faculty accountable for assessing competence. Accountability then becomes the implicit thread woven into the process by which the final product of CBTE is judged and evaluated.

BASING CBTE PROGRAMS ON STATED ASSUMPTIONS

The process of identifying competencies for a CBTE program involves the development of explicit assumptions. There must be a conscious linkage between these stated assumptions and the competencies selected for inclusion in the program. At the University of Houston, two of the areas for which assumptions had to be developed were the instructional system and the role of the teacher. In spite of decades of research and the accumulation of years of experience, it is safe to state that little is known about what it takes to become a successful teacher. Because of this reality, assumptions about effective teaching must be made in order to generate competencies.

Assumptions Concerning the Instructional System

The University of Houston's CBTE instructional system is based upon a number of related assumptions. The College of Education is viewed as a professional school--as a training arm of the education professions. The College is responsible for expanding and refining the valid knowledge base of the teaching profession and for preparing teachers who will teach in accordance with that ever-enlarging knowledge. Thus, the program called the Professional Teacher Preparation Program (PTPP), is built upon the assumption that the most important competencies of teachers can be specified, assessed, and developed through properly designed instructional systems.

Further, the program is based on the assumption that an instructional system designed to educate teachers is more effective when it is:

1. Competency-based; that is, the competencies to be demonstrated by the student are made explicit, the criteria to be applied in assessing the student's competencies are made explicit, and the student is held accountable for meeting those criteria; the emphasis is on the demonstration, not the acquisition, of those competencies specified as program expectations.
2. Campus-centered and field-oriented; that is, students are provided with opportunities to experience instruction and to demonstrate competence both on campus and in field sites depending upon the nature of the particular instructional or assessment activity and a determination as to where that activity can most effectively and efficiently take place.
3. Role-modeled based; that is, a conceptual model of the teacher's role is used as a basis for identifying and specifying those competencies students are expected to demonstrate.
4. Criterion-referenced; that is, assessment procedures are designed to determine whether or not a student has demonstrated competency at or above the level of mastery specified; the competency of each student is judged on the basis of predetermined criteria and is not determined through a comparison involving other students.
5. Pluralistic; that is, there is conscious acceptance of the notion that no one philosophy of instruction has been proved best; consequently, a variety of divergent views are posited as untested assumptions which the system must test.
6. Humanized; that is, program design and operation recognize the dignity and worth of each individual so that each perceives that he or she is being treated as one of worth.
7. Personalized; that is, the student is provided with instruction which takes into account his or her uniqueness.

8. Modularized; that is, the delivery of instruction is accomplished through the utilization of instructional modules; instructional modules are sets of learning activities - rationale, objectives, prerequisites, pre-assessment procedures, learning alternatives, post-assessment procedures, and remedial procedures - which are intended to facilitate the learner's acquisition and demonstration of a particular competency or set of competencies.
9. Multi-institutional; that is, the design and operation of the teacher education program is a responsibility shared by colleges, public schools, and the organized teaching profession.
10. Systemized; that is, the systems approach is used in program design and operation; the various components of the program are organized to achieve particular goals; the system is purposive.
11. Regenerative; that is, the program is an open system capable of continuous revision on the basis of constructive data supplied by sound evaluation procedures.
12. A single system with alternatives within it; that is, the program is a single instructional system which constitutes an integrated, comprehensive whole; however, the system does accommodate a divergence of viewpoints within its confines.¹²

Assumptions Concerning the Role of the Teacher

The third assumption specified above asserts that "a conceptual model of the teacher's role is used as a basis for identifying and specifying those competencies teachers are expected to demonstrate."¹³ The Professional Teacher Preparation Program at the University of Houston:

.... is based on the belief that effective teachers establish standards of personal and professional excellence and actively work toward their attainment. Effective teachers strive to become effective students of human behavior and draw upon principles of human learning to better understand their students. They evaluate new and possibly more effective instructional processes and curricula with open minds. They

demonstrate a repertoire of teaching skills which complements their personal characteristics and which meets the needs of their students and the teaching profession. Most importantly, effective teachers strive to be models of effective learning and to exemplify this for students. The position taken in the Professional Teacher Preparation Program is that teachers tend to be more effective when they:

1. Selectively employ a variety of instructional strategies and tactics.
2. Are responsive students of human behavior.
3. Employ rational decision-making procedures relevant to goal achievement.
4. Communicate their messages consistently and in a variety of ways.
5. View teaching as a learning opportunity for themselves.
6. Function primarily as facilitators of learning rather than dispensers of information.
7. Are concerned with affective outcomes as well as cognitive understanding and psychomotor skills.
8. Stimulate student independence and interdependence, self-discovery, and depth of expression.
9. Apply knowledge about how the environment affects the learner.
10. Are guided by professional and ethical standards.
11. Experiment with and evaluate new and potentially more effective instruction processes and curricula.
12. Interact with members of all segments of the community regarding educational issues relevant to their schools.
13. Evaluate their own competence and strive for continued growth.
14. Interact with other professionals to work for improvement of the teaching profession.

15. View themselves as accountable to pupils, parents, profession, and society at large.
16. Apply an understanding of cultural diversity to the instructional processes.¹⁴

Assumptions Concerning Social Studies Teaching

Just as assumptions were drawn for the entire CBTE program, it is equally important that assumptions be established for the social studies component. Assumptions are regarded as hypotheses that reflect value judgments about social studies that are thought to be valid but not necessarily empirically correct. Assumptions may be drawn from two areas: (1) assumptions about how the social studies teacher and student learns best; and (2) assumptions of current and future societal needs that can be met by social studies instruction. The results of this process is a conceptualization of the role of the teacher in the social studies classroom. Examples of assumptions that can be made for the social studies methods component are as follows:

1. Society needs social studies teachers and students who are dedicated to rational decision making if the democratic process is to function efficiently.
2. Society needs social studies teachers and students who are prepared for and actively participating in a multicultural society.
3. Society needs social studies teachers and students who are operating at a principled stage of moral development.
4. Optimal learning occurs when data are organized according to the concepts and generalizations of each social science discipline.
5. Optimal learning occurs when the teacher provides the student with a variety of instructional modes relevant to the individual needs of his/her students.

6. Optimal learning occurs when teachers and students learn to think critically using an inductive mode for processing social studies data.
7. Optimal learning occurs when teachers and students are encouraged to examine their own values.
8. Optimal learning occurs when the future teacher is presented with a model of the teacher he is expected to become.¹⁵

Assumptions such as these can constitute the building blocks of the total social studies program and as such dictate the processes and components subsequently developed for preparing teachers.

The goals that are derived from the assumptions should be broad and inclusive but not too sweeping as to invite a variety of interpretations. The goals which are written serve as the parameters of the social studies program placing into practice the assumptions derived from societal needs and learning theory. The goals established become competency statements for the program. Examples of goal statements on competencies derived from the previously stated assumptions are as follows:

The social studies component will prepare teachers who will:

1. provide opportunities for students to engage in the process of rational decision making;
2. actively participate in a multicultural society;
3. stimulate the moral development of their students;
4. provide the framework for organization of data through concepts and generalizations from the social sciences and related areas;

5. use a variety of instructional modes depending on the needs of their students;
6. guide students through a variety of inquiry processes;
7. encourage and aide students in examining and clarifying their own values;
8. model the behaviors expected of their students.¹⁶

Figure 2 illustrates the process described above.¹⁷

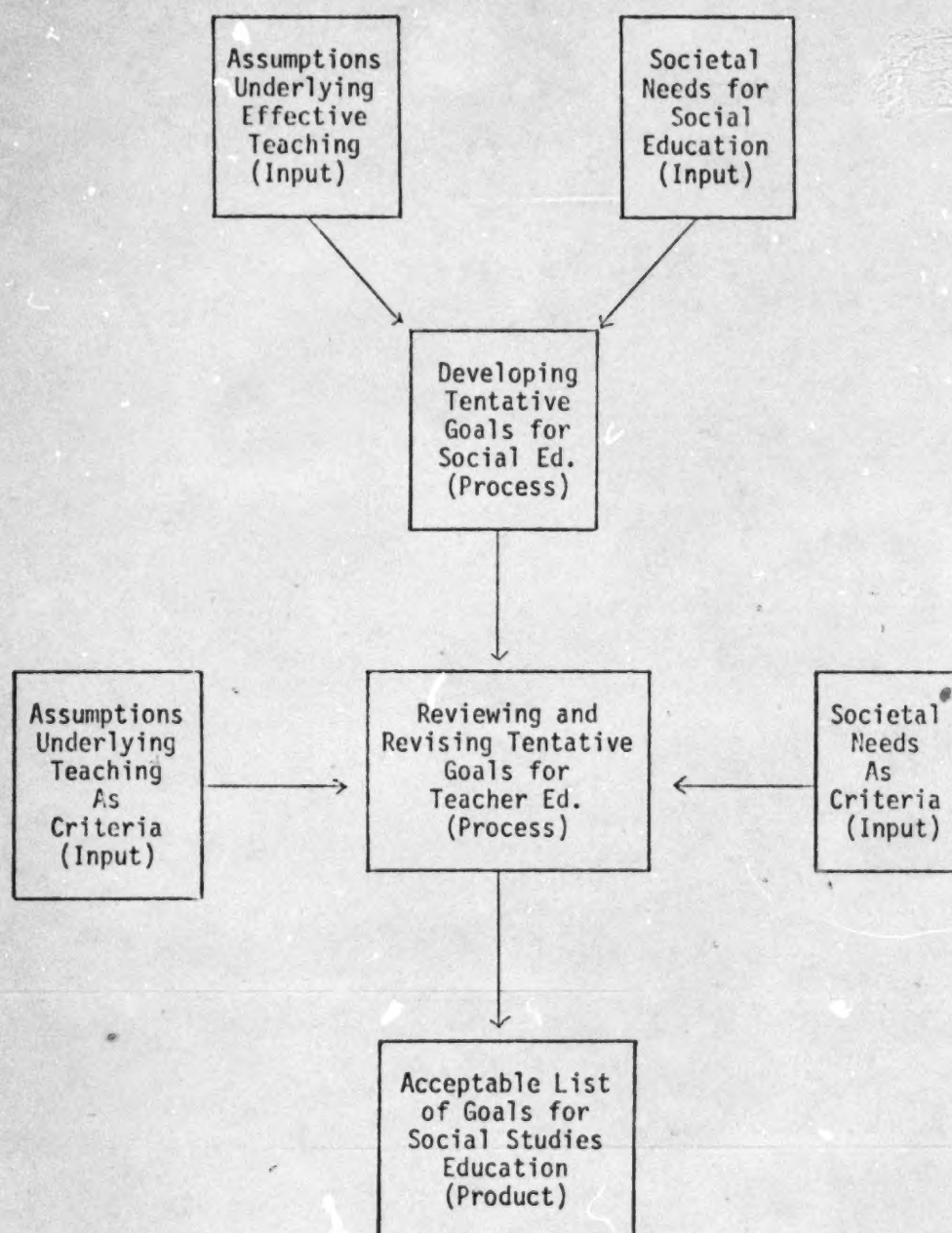
THE ELEMENTARY CBTE PROGRAM AT THE UNIVERSITY OF HOUSTON

In order to provide closer insight to the reader on specific aspects of the operation of the CBTE program at the University of Houston, this section follows students through the four-phase sequence of experiences in the Elementary Unit of the Professional Teacher Preparation Program. Admission to the program and each of four phases will be treated separately. In most cases each phase is equivalent to one semester.

Admission

To be admitted as a prospective elementary teacher in the PTPP, the student must have completed a minimum of forty-five semester hours of coursework including specified academic foundations, a fundamental speech course with a grade of C or better, nine semester hours of English with a minimum grade point average of 2.5 (on a four-point scale) and must have maintained at least a 2.25 grade point average (on a four point scale) in all work completed. Students apply

Figure 2



SPECIFYING GOALS FOR A SOCIAL STUDIES METHODS COURSE

for admission to the program during their first course in the professional sequence. If all of the above admission conditions are not met, the student is not permitted to continue in the program. The student may reapply for admission when the conditions are met.

Phase I

The initial professional course for all prospective elementary teacher candidates is EED 362, Introduction to the Profession of Teaching. This course is a prerequisite for all other courses in the professional sequence. In EED 362 the prospective elementary teacher acquires a number of generic teaching skills which serve as the basis for other competencies developed later in the program. The modules used in Phase I and their prerequisites include:

- MODULE GTC-12.1. SELF AWARENESS
- MODULE GTC-08.1. INTERPERSONAL RELATIONS
Concurrent with GTC-12.1
- MODULE GTC-13.1. VALUES AWARENESS
Completion of GTC-08.1 and GTC-12.1
- MODULE GTC-13.2. DECISION MAKING
Completion of GTC-13.1
- MODULE GTC-09.1. SELECTION AND OPERATION OF AUDIOVISUAL
EQUIPMENT
- MODULE GTC-14.1. TEACHING AS A PROFESSION
Completion of GTC-08.1 and GTC-13.2
- MODULE GTC-01.1. CURRICULUM: AN INTRODUCTION
Completion of GTC-14.1

- MODULE GTC-02.1. INSTRUCTIONAL OBJECTIVES: AN INTRODUCTION
Completion of GTC-01.1
- MODULE GTC-05.1. INSTRUCTIONAL EVALUATION: AN INTRODUCTION
Completion of GTC-02.1
- MODULE GTC-02.2. INSTRUCTIONAL OBJECTIVES: WRITING I
Completion of GTC-02.1
- MODULE GTC-03.1. INSTRUCTIONAL DESIGN: AN INTRODUCTION
Completion of GTC-02.2 and GTC-05.1
- MODULE GTC-03.2. INSTRUCTIONAL DESIGN: LESSON PLANNING
Completion of GTC-03.1 and GTC-09.1
- MODULE GTC-07.1. TEACHING SKILLS
Completion of GTC-03.1
Concurrent with GTC-03.2 and GTC-04.1
- MODULE GTC-04.1. IMPLEMENTING INSTRUCTION: SIMULATED SETTING
Completion of GTC-03.1 and GTC-09.1
Concurrent with GTC-03.2 and GTC-07.1
- MODULE GTC-12.2. LIFE FULFILLING ALTERNATIVES
Completion of GTC-04.1
- MODULE GTC-15.1. TEACHING EFFECTIVENESS: AN INTRODUCTION
Completion of GTC-05.1
- MODULE GTC-10.1. IDENTIFYING LEARNER FEEDBACK
Completion of GTC-04.1
- MODULE GTC-11.1. CLASSROOM MANAGEMENT: AN INTRODUCTION
Completion of GTC-10.1
- MODULE GTC-11.2. CLASSROOM MANAGEMENT: BEHAVIOR MODIFICATION APPROACH
Completion of GTC-11.1
Concurrent with GTC-11.3 and GTC-11.4
- MODULE GTC 11.3. CLASSROOM MANAGEMENT: SOCIOEMOTIONAL CLIMATE APPROACH
Completion of GTC-11.1
Concurrent with GTC-11.2 and GTC-11.3

MODULE GTC-11.4. CLASSROOM MANAGEMENT: GROUP PROCESS
APPROACH
Completion of GTC-11.1
Concurrent with GTC-11.2 and GTC-11.3

In addition to campus-based instruction, each student spends three hours one day per week for approximately twelve weeks assigned to a teacher in an elementary school in the Houston metropolitan area. In this initial field experience, the role of the student involves observing the educational process and environment, assisting the teacher in instructional and non-instructional activities, and tutoring small groups of pupils under the direction of the classroom teacher (called the school based teacher educator [SBTE]) and the University instructor. The SBTE is expected to discuss with the student the teacher's role in the total school setting as well as provide opportunities for the student to assist in various instructional and non-instructional activities and to tutor small groups. The assignment of students to specific teachers is a cooperative effort of the University instructor and the public school building principal after preliminary approval has been obtained through interaction between the Director of Field Experiences of the College of Education and an official of the school district designated by the superintendent for this purpose.

The student must earn a minimum grade of B in EED 362 in order to proceed on to Phase II of the program. During Phase I, students give considerable attention under the

guidance of faculty to determining whether teaching is the right profession for them. Approximately ten percent of the students withdraw from the program at the end of Phase I to seek a world of work more consonant with their personal desires and abilities.

Phase II

The second phase of the professional sequence for prospective elementary teachers consists of three, three semester-hour courses:

EED 333 Generic Teaching Skills

C&I 335 Teaching in a Multi-Cultural Society

FED 361 Educational Foundations for Teaching

Generic Teaching Skills is an extension of the introductory course, EED 362. Additional skills acquired by the student both in on-campus and public school settings. Modules and module prerequisites addressing various generic teaching skills in this phase include the following:

MODULE GTC-08.2. FACILITATING INTERPERSONAL RELATIONS
Completion of GTC-08.1

MODULE GTC-07.2. INSTRUCTIONAL STRATEGIES
Completion of GTC-07.1 and GTC-08.2

MODULE GTC-13.4. FACILITATING GROUP DECISION-MAKING
Completion of GTC-13.2

MODULE GTC-05.2. INSTRUCTIONAL EVALUATION: PURPOSES
Completion of GTC-05.1 and Part 1 of GTC-07.2

MODULE GTC-05.3. INSTRUCTIONAL EVALUATION: TESTS AND TEST DATA
Completion of GTC-05.2

- MODULE GTC-05.4 INSTRUCTIONAL EVALUATION: PROCEDURES
Completion of GTC-05.3
- MODULE GTC-12.3. SELF-CONCEPT DEVELOPMENT
Completion of GTC-08.2 and GTC-12.3
- MODULE GTC-16.1. CAREER EDUCATION: AN INTRODUCTION
- MODULE GTC-02.3. INSTRUCTIONAL OBJECTIVES: WRITING II
Completion of GTC-02.2 and GTC-05.4
- MODULE GTC-09.2. DESIGN AND PRODUCTION OF INSTRUCTIONAL
MATERIALS
Completion of GTC-09.1
- MODULE GTC-07.3. MODELS OF TEACHING
Completion of Part 1 of GTC-07.2
- MODULE GTC-13.3. FACILITATING VALUES AWARENESS
Completion of GTC-03.2, GTC-08.2,
and GTC-13.1
- MODULE GTC-07.4. INSTRUCTIONAL GROUPS
Completion of GTC-07.3
- MODULE GTC-11.5. CLASSROOM MANAGEMENT: CASE STUDY
SITUATIONS
Completion of GTC-11.2, GTC-11.3,
and GTC-11.4
- MODULE GTC-11.6. CLASSROOM MANAGEMENT: SIMULATED SITUATIONS
Completion of GTC-11.5
- MODULE GTC-04.2. IMPLEMENTING INSTRUCTION: CLASSROOM
SETTING
Completion of GTC-02.3, GTC-07.4,
and GTC-11.6
Concurrent with 05.5 and 10.2
- MODULE GTC-05.5. INSTRUCTIONAL EVALUATION: CLASSROOM
SETTING
Completion of GTC-05.4
Concurrent with GTC-04.2 and GTC-10.2
- MODULE GTC-10.2. USING LEARNER FEEDBACK TO MODIFY
INSTRUCTION
Completion of GTC-10.1
Concurrent with GTC-04.2 and GTC-05.5

Students again work for three hours, one day per week with a classroom teacher for ten to twelve weeks. The school in which a student works is different from the one in which he/she accomplished Phase I work. In Phase II, students are expected to demonstrate the successful use of more complex instructional strategies and grouping arrangements to conduct teaching sessions in the classroom--again under the close supervision, and with the support, of the school based teacher educator and the University instructor.

Teaching in a Multi-Cultural Society is an essential component of any program preparing teachers to perform their professional duties in a society as ethnically diverse as that found in Texas. Student bodies in Texas public schools normally include a mixture of Mexican-American, Black, and Anglo pupils and may also include Vietnamese, Pakistani, Indian, and a broad range of other "culturally different" children. In this course students acquire skills in community analysis from a sociological/anthropological perspective, and insights into the belief and behavior patterns of various cultural subgroups.

Educational Foundations for Teaching assists the prospective elementary teacher to acquire knowledge and skills related to human growth and development and the analysis of historical, cultural and psychological influences on individual and group behavior in educational settings.

In order to be eligible to enter Phase III of the program, the student must complete the nine-hour block of courses in Phase II with a minimum grade point average of 2.5 and, of course, must complete each of the three courses successfully.

Phase III

Phase III of the program is a fifteen semester hour block consisting of five content methods courses:

- EED 334 Science in the Elementary School
- EED 431 Language Arts in the Elementary School
- EED 432 Reading in the Elementary School
- EED 433 Mathematics in the Elementary School
- EED 434 Social Studies in the Elementary School

Each of these courses concentrates on helping the elementary teaching candidate develop content knowledge and instructional skills in translating these disciplines to elementary school age pupils. The skills developed through these courses revolve around, and are interfaced with, the sixteen generic competencies which undergird the entire program.

Rather than delineate specifics of each of the five courses, one will be used here as a general example of the thrust of Phase III: Social Studies in the Elementary School.

The delivery system for instruction in methods of teaching the social studies to young learners is modular: that is, the student is provided with modules addressing different aspects of teaching the social studies with each module containing the following elements.

1. A rationale, stating the reasons for the module and the part that particular module plays in the total instructional system.
2. Objectives, specifying the learning outcomes with which the module is concerned.
3. Prerequisites for the module.
4. Preassessment, allowing individuals an opportunity to display their ability to meet objectives.
5. Learning alternatives of varying numbers depending on the objectives of the module and learning resources available to meet those objectives, and including an option for the student to design his/her own learning activities.
6. Postassessment requiring that the individual student demonstrate the skills delineated in the objectives of that module.

Modules cover a wide range of objectives. For example, some objectives are concerned with defining the role of knowledge in the social studies curriculum; others with the relationship of data, concepts and generalizations in teaching the social studies; others with the use of personal data concerning the abilities of individual children in determining the range of materials necessary to include in adequate learning data banks. It should be noted that a number of these social studies education objectives are built upon generic objectives the student has previously achieved. As

a specific example, the student is required to demonstrate a knowledge of the "families of teaching" models as a requirement in Phase II. In Phase III the social studies component requires the student to demonstrate specific teaching models in modules dealing with using inquiry teaching processes in the social studies.

Various learning alternatives are provided in the modules to help the student achieve program objectives. The student is not given the option of whether he/she will achieve the objectives stated in the modules--that must be done. The student is given a choice in how he/she will learn--the options are those of learning style.

In addition to the basic set of modules and their attendant objectives, the student has the option of interacting with other sets of objectives on a "free choice" basis. The modules within this "choice" area are supplementary in nature and include materials and skills from the social sciences (How to Use a Compass) and from social studies education methodology (Non-Directive Teaching in the Social Studies). Thus the student who wishes to go beyond the minimal competencies is free to do so. The range of competencies a student may achieve is limited only by the time available to the social studies education staff for supplemental module development, and the time the student chooses to commit.

As has been noted, each module includes a set of stated objectives. These statements are in the form of competencies the student must demonstrate in order to successfully complete the module. The student understands that he/she will be held accountable for achieving the objectives and the emphasis will be upon demonstration of the competencies. This demonstration may take place at one of two sites; on the campus or in the field. Where the competency demonstration occurs depends upon where it can most effectively take place. Since the Phase III Social Studies component is closely related to student teaching, plans are under way to monitor this aspect of the program and regenerate the Phase III program as field based data are obtained.

Upon successful demonstration of Phase III social studies education competencies (as well as those of the other methodological disciplines) the student is eligible to enter Phase IV of the PTPP.

Phase IV

The final phase in the preparation of an elementary teacher at the University of Houston is student teaching--for six semester hours of credit. Elementary student teaching involves a minimum of twelve weeks, full day, five days per week. During student teaching the candidate is expected to demonstrate the sixteen generic competencies at proficiency level established for initial certification. In the event a

student has not demonstrated one or two competencies by the end of the scheduled period, the time is normally extended by two to three weeks in order to provide sufficient opportunity for demonstration.

Students apply for student teaching early in the semester prior to the one in which they plan to student teach. Each application is carefully checked for completion of all specified prerequisites--including, but not limited to, the entire professional sequence of Phases I, II and III. Each applicant is informed of the status of his/her application:

Approved, meaning that all prerequisites have been accomplished;

Conditionally Approved, indicating that the applicant still needs to complete some of the prerequisites and likely has opportunities to do so prior to the beginning of student teaching;

Disapproved, indicating that prerequisites have not been completed and there is little likelihood that the individual will be able to complete them prior to the beginning of student teaching.

All students listed as "conditionally approved" (who normally constitute the majority of applicants) are required to bring evidence to an orientation meeting at the beginning of the student teaching semester showing that all prerequisites have been met in order to begin their assignment.

Student teaching applicants list preferences as to school district, grade level and general geographic location. The Elementary Instructional Unit Coordinator synthesizes these preferences with programmatic considerations into a list of recommended assignments. The Director of Field Experiences then combines the list of elementary recommendations with those of all other areas and negotiates placements with representatives of the seventeen school districts in the Houston metropolitan area with which the College of Education has arrangements for student teaching placements.

Among the programmatic considerations that enter into student teacher placements are:

1. The University must fulfill its moral and legal responsibilities to provide close, clinical University supervision to each student teacher. Since this is most difficult to accomplish when assignments are scattered, from two to ten elementary student teachers will be clustered within one elementary school. The primary determinant of number is the number of classroom teachers within a given building who meet criteria developed cooperatively through the University of Houston Teacher Center for serving as a School Based Teacher Educator.
2. The student teacher is expected to display all of the sixteen generic competencies, and a number of subject-matter specific related sub-competencies,

during student teaching. Therefore public school settings which involve departmentalization by subject matter, or a predominant emphasis on contract learning activities for pupils, do not allow for a full assessment of the elementary student teacher's repertoire of skills and are avoided for student teaching placements.

Student teaching in the Professional Teacher Preparation Program has two major functions:

1. to allow the prospective teacher opportunities to test the knowledge and skills gained in on-campus and short-term field contexts against the dynamics of real pupils in real school settings over an extended period of time, and to meld specific skills with their own personality variables and pupil variables toward the beginning of a personal, idiosyncratic teaching style;
2. to allow the teaching profession, through the University supervisor and the school based teacher educator, to assess the performance of the candidate over an extended period of time in order to judge the individual's readiness for entrance to the teaching profession.

Of special note here is that student teaching in the Professional Teacher Preparation Program is not an apprenticeship.

Many writers have suggested that student teaching is an apprenticeship: the neophyte learning a professional role through copying the behavior of the master professional.¹⁸ A major conscious effort, however, is made in the PTPP to organize supervisory support systems in such a way as to promote the growth of self-critical and self-correcting teacher efforts toward developing a unique, personal teaching style. Specific competencies, in this conceptualization, are threads -- to be woven by the individual into the whole cloth Bruce Joyce has described as a "seamless web of teaching."

University supervisors are trained in the skills of clinical supervision--a system of instructional supervision aimed toward assisting teachers to lessen discrepancies between what they want to do in a classroom and what really happens. Programs are underway through the Houston Teacher Center to develop a cadre of school based teacher educators also trained in the clinical supervision mode. The school based teacher educator is an integral member of the teacher education team at the University of Houston. More than forty years of research in student teaching has established that the practicing teacher who accepts part-time responsibility as a teacher educator has perhaps more impact on the student teacher than anyone else involved in the teacher education program. Systematic programs to prepare individuals for this role have been developed and are being implemented.¹⁹

SUMMARY

This paper has used one program as an example to make a point: that the threads of accountability implicit in competency based teacher education must be made more explicit. The social studies component in such a program, therefore, is consonant with and responsive to other components within the instructional system. In a systems reference, changes within that component (through the discovery of new knowledge, whether subject matter oriented or pedagogically oriented) will affect other system components--which must in turn be responsive to the social studies component.

This particular systematic approach to teacher education exists because our faculty believe that teacher educators in institutions of higher learning (as the training arm of the profession) must work with the practicing profession to give greater meaning to the myriad of paper credentials that we as a society issue so readily and yet value so highly. At the present time we view competency based education as the most promising technological process for addressing this task. Higher educators in a professional school should be accountable to the entire teaching profession for ensuring that unqualified individuals do not enter; to the student for ensuring both that opportunities are provided for knowledge

and skill acquisition, and that the student can demonstrate at least minimal competence prior to entering the profession; so that both the training and practicing arms of the teaching profession can be jointly accountable to those they serve.

FOOTNOTES

- ¹Gerlad J. Pine, "Teacher Accountability: Myths and Realities," The Educational Forum, Vol. XLI, No. 1 (November, 1976) pp. 49-60.
- ²Allan C. Ornstein, "The Politics of Accountability," The Educational Forum, Vol. XLI, No. 1 (November, 1976) pp. 61-68.
- ³Mario D. Fantini, "The Reform of Teacher Education: A Proposal for New York State," Phi Delta Kappan, Vol. LIII, No. 8 (April, 1972) p. 476-479.
- ⁴Frederick C. Neff, "Competency-Based Teaching and Trained Fleas," Phi Delta Kappan, Vol. LIII, No. 8 (April, 1972) pp. 480-482.
- ⁵Ward Sybouts, "Performance-Based Teacher Education: Does It Make A Difference?" Phi Delta Kappan, Vol. LIV, No. 5 (January, 1973) pp. 303-304.
- ⁶W. Robert Houston and Robert B. Howsam, "CBTE: The Ayes of Texas," Phi Delta Kappan, Vol. LV, No. 5 (January, 1974) pp. 299-303.
- ⁷Willis Sandox, "CBTE: The Nays of Texas," Phi Delta Kappan, Vol. LV, No. 5 (January, 1974) pp. 304-305.
- ⁸Frederick C. Neff, op. cit.
- ⁹Sharryl Hawke, Christine Ahrens, and Irving Morrissett, State Accountability Activities and the Social Studies: A Nationwide Survey, A Proposed General Accountability Model, and Some Guidelines, ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colorado, SSEC Publication No. 175, 1975, p. 1.
- ¹⁰Loye Y. Hollis, "Competency Based Teacher Education: Past, Present and Future," in Professionalizing Social Studies Teaching Through Competency Based Teacher Education, Dell Felder, ed. (Washington, D.C.: National Council for the Social Studies, in press).
- ¹¹Richard Hersh, John Mallan and David Walton, "CBTE: A Dagger in the Mind...?", Social Education, Vol. XL, No. 2 (February, 1976).

FOOTNOTES (continued)

- 12"Attachment Three: The Professional Teacher Preparation Program, " Benchmark Data on the Undergraduate Professional Teacher Preparation Program, unpublished memorandum from Loye Y. Hollis, College of Education, University of Houston, March 1, 1976, pp. 9-10.
- 13Hollis Memorandum, op. cit.
- 14Ibid.
- 15Developed in cooperation with Dr. Don Baden, University of Illinois, Edwardsville.
- 16Ibid.
- 17Adapted from James Cooper, Wilford Weber and Charles Johnson, A Systems Approach to Program Design (Berkeley: McCutcheon Publishing Corporation, 1973), p. 48.
- 18See, for instance, F. E. Salzillo and A. A. Van Fleet, "Student Teaching and Teacher Education: A Sociological Model for Change," Journal of Teacher Education, Vol. XXVIII, No. 1 (January-February, 1977) pp. 27-31.
- 19W. Robert Houston, James M. Cooper and Allen R. Warner, ed. The School Based Teacher Educator Series (Houston: Teacher Center, University of Houston, 1977).